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ABSTRACT

The 5-year School-to-Work (STW) Opportunities project of the School District of Saginaw, Michigan, was implemented through the Manufacturing, Engineering, Construction, and Automotive (MECA) partnership. Housed at the district's Saginaw Career Complex, it included collaboration among Career Complex staff and local business representatives in the planning of course and work experience content, the placement of students in actual work settings for training, and methods for assessing both student and program progress. An evaluation assessed the 1995-96 school year of MECA partnership's operation and detailed its progress against interim (3-year) goals and reiterated targets for long-term (5-year) goals. An estimated 9,200 students participated in career awareness activities; 117 seniors and 149 juniors entered the MECA program; and 838 students were placed in a work-based learning experience. The following were major barriers to success in the program: low attendance rate; low ability rate of students upon entering the program; and the time-consuming nature of promoting student and business needs. Successes were as follows: an expanding base of employers/labor; career guidance and counseling; high academic standards; development of industry sector-specific career majors; work-based learning; connecting abilities; and collaborations. (Appendixes include a progress report that correlates system component with strategies and progress to date, future work plan activities, and individual STW achievements/student results.) (YLB)

EVALUATION REPORT

Final Report: School-to-Work Opportunities
Local Partnership Implementation Grant

1994-96

DEPARTMENT OF EVALUATION SERVICES

- PROVIDING ASSESSMENT, PROGRAM EVALUATION AND RESEARCH SERVICES -

SCHOOL DISTRICT OF THE CITY OF SAGINAW

Saginaw, Michigan

Final Report: School-To-Work Opportunities
Local Partnership Implementation Grant

1994-96

An Approved Report of the

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September, 1996

TABLE OF CONTENTS

		Page
INTRODUCTION		1
FINAL REPORT: SCHOOL-TO-WORK OPPORTUNITIES LOCAL PARTNERSHIP IMPLEMENTATION GRANT		2
Name Of Partnership		2
Contact Person		2
Report Period		2
Reporting Date		2
Enrollment In STW Activities		2
Available Work Based Learning Opportunities		2
Current Activities		3
Barriers		3
SUCCESSES		4
Expanding base of employers/labor		4
High academic standards		4
Career majors		5
Work-based learning		5
Connecting activities		5
Evaluation		5
Training work-based and school-based staff		5
Expanding analysis of labor market		5
Other activities: collaborations		6
Technical Assistance Needed		6
Next Steps		6
Individual STW Achievements/Student Results		7
CONCLUSION		8
APPENDICES		9
Appendix A:	The Context In Which The MECA Program Is Operated	10
	Comparison Of Placement Counts, By Program, 1994/95 And 1995/96	11
Appendix B:	Saginaw School-To-Work -- Progress Report	12
Appendix C:	Work Plan Activities For The Saginaw School-To-Work Program, 1996/97 And Beyond	18
Appendix D:	Individual STW Achievements/Student Results	20

LIST OF TABLES

Table		Page
A-1	Comparison Of Placement Counts, By Program, 1994/95 And 1995/96	11

Introduction

The five-year "School-To-Work Opportunities" project of the School District of the City of Saginaw is implemented through the Manufacturing, Engineering, Construction, and Automotive (MECA) partnership (the project has since expanded to include components in Health and Human Services). Housed at the District's Saginaw Career Complex (see Appendix A), it includes collaboration among Career Complex staff and local business representatives in the planning of course and work experience content, the placement of students in actual work settings for training, and methods for assessing both student and program progress.

The 1995/96 school year represents the second year of MECA partnership's operation and this report details its progress against interim (three-year) goals and reiterates targets for long-term (five year) goals.

Following past practice, this report is divided into sections consistent with the sections used in the interim reports.

Data presented here were collected and summarized by the MECA project manager. They are presented in light of the interim goals with supporting data and commentary available in the appendices.

Final Report: School-To-Work Opportunities Local Partnership Implementation Grant

Name Of Partnership

School District of the City of Saginaw MECA (Manufacturing, Engineering, Construction, and Automotive) Partnership. The context within which MECA operates is described in Appendix A.

Contact Person

Ms. Ellen Dunbar, MECA Project Manager

Report Period

1994/95 and 1995/96

Reporting Date

September 20, 1996

Enrollment in STW Activities

An estimate of 9,100 students during 1994/95 and an estimate of 9,200 students during 1995/96 participated in career awareness activities. Further, 153 juniors entered the MECA program in 1994/95; in 1995/96 117 seniors and 149 juniors entered it.

Available Work Based Learning Opportunities

In 1994/95, 403 and in 1995/96, 838 students were placed in a work-based learning experience; these placement numbers, by program, are in Table A.1., in Appendix A.

Below is a comparison with the standards stated in the funding grant.

	NUMBER OF STUDENTS			
EXPERIENCE	**Standard**	**Actual Perf.**	**STANDARD MET?**	**COMMENTS**
Work-based	1,600	1,241	No	Working to establish more openings
Vocational Co-Op	100	168	Yes	
MECA cluster paid work	110	572	Yes	
Allied Health Cluster Unpaid/Paid Work	20	464	Yes	
Finance & human services clusters paid work	Partnerships Formed	205	PARTIALLY (No partnership formed in Finance)	Experience were in child care field; finance program to be established.

Current Activities

Focal activities during 1994/95 and 1995/96 will be discussed in the Successes Section below.

Barriers

A 1995 survey of students and staff revealed the following barriers to success in the program:

- Not all of the district's employees are in agreement with the aims and direction of the School-To-Work efforts.
- Some of the students perceive some inequity in the manner in which work-place learning experiences are assigned.

From the first two-years operation of the program, the following major barriers were noted:

- The low attendance rate (see Individual STW Achievements/Student Results Section) may mitigate against student success.
- The low ability rate of the students upon entering the program (see Next Steps Section) may mitigate against student success.
- The STW system is being built county-wide. Because of the number of businesses and school districts involved, the processes of promoting the needs of businesses within the system and of promoting the needs of the students within the business community is time-consumptive and thus is progressing at a slower rate than originally anticipated.
- Reorganization at the Saginaw Career Complex (formerly the Averill Career Opportunities Center), the program's home site, provided some temporary obstacles to program operations.

Successes

Successes are described under component headings. Findings in this section are based on reports by the project manager.

Expanding base of employers/labor. Recruiting efforts have resulted in 756 employers who either serve on program advisory and curriculum development committees, participate as partners, and/or provide paid/unpaid work experiences for students/instructional staff. Many have also helped to recruit others. MECA, allied health industry, and human services programs each have local business representation; finance/accounting representation is in the planning stages.

Employers identified people from among their employees to be workplace mentors. In Fall 1994, an outside facilitator, industry representatives, workplace mentors and Career Complex staff met for a two-day workshop which formed the basis for the subsequent, locally facilitated workplace mentor workshops.

Career guidance and counseling. In the School District of the City of Saginaw, career awareness, career exploration, and counseling follow the State of Michigan's Comprehensive Guidance and Counseling Model. EEDP plans have been developed and career majors have been chosen by 100% of the tenth grade students. In addition, recruitment and retention strategies have been developed to increase female enrollment. (See Appendix B for additional and supporting data.)

High academic standards. The endorsed diploma rates for students who attended the Saginaw Career Complex is approximately equal to the rates for students in the School District of the City of Saginaw. (See Appendix B for additional and supporting data.)

	Students With Endorsement	
Endorsement Area	Career Complex	Saginaw Public Schools
Communications	84%	89%
Mathematics	70%	73%
Science	82%	80%

Career majors. Industry sector-specific career majors have been developed in manufacturing, engineering, construction, automotive, and health services. Specific course sequences of academic classes, technical programs, and work-based learning opportunities have been developed. (See Appendix B for additional and supporting data.)

Work-based learning. Nine hundred six (906) Career Complex students participated in work-based learning experiences, 172 were paid and 734 participants were unpaid. Arthur Hill High School and Saginaw High School, combined, report 41 paid work-based learning, 22 co-operative education, and 44 work study (special education experiences). Forty (40) work-based mentors were trained. (See Appendix B for additional and supporting data.)

Connecting activities. Industry sector-specific program curricula include related academics and employability skills. School-based and work-based learning are integrated. Program instructors routinely visit worksites. (See Appendix B for additional and supporting data.)

Evaluation. There have been increase in the number of:

- Saginaw youth participating in structured, work-based learning;
- Businesses/industries sponsoring, recruiting, and hiring youths; and
- Students who have career goals and have plans for continuing education.

(See Appendix B for additional and supporting data.)

Training work-based and school-based staff. Curriculum needs and new instructional equipment were identified. These factors were then used to determine who from among the staff were to receive inservice opportunities. As well, instructor and counselors received ongoing inservices during scheduled staff meetings. Developments/changes in instructional components and/or equipment will be monitored by Career Complex administration to determine future inservice needs.

Career Complex staff members teaching in areas where national skill standards have been developed attended seminars to review these standards and participate in implementation activities.

Expanding analysis of labor market. There were three other areas in which, according to the grant proposal, the analyses of the labor market were to be expanded: obtaining updates of current labor market data, determining the specific skills required by employers, and determining current and future demand for high-skill, high-wage jobs. Data in these areas are expected through the forthcoming (during 1996/97) studies.

Other activities: collaborations. The following collaborations have taken place or are on-going:

- The Superintendent of the School District of the City of Saginaw, the Director of the Saginaw Career Complex and the local STW Coordinator continue to be active participants in the Saginaw County Business Education Coordinating Council (BEEC), the council which coordinates STW activities for business, industry, and Saginaw County school districts.

- The local STW Coordinator continues to work with the Michigan department of Education in developing: a risk management guide for businesses, a method to computerize student training plans, and procedures for pupil accounting systems.

- The MECA partnership (a group of industry representatives and educators who regularly meet at the Career Complex), designed program, student, and work-based evaluations (on file, available upon request).

- The local STW staff worked with consultants from Galileo Institute and **DBM Associated**, who had also worked as consultants with the Bay Arenac Skill Center staff to develop their strategic plan.

Technical Assistance Needed

Assistance is needed in the following areas:

- How to address the low attendance rate and the low entry level, ability rate of the students.

- Increasing the number of district's employees who are in agreement with the aims and direction of the School-To-Work efforts.

- Eliminating the student perception of inequity concerning work-place learning experiences assignments.

- Finding more efficient methods to promote the needs of businesses within the system and to promote the needs of the students within the business community.

Next Steps

In the upcoming year (1996/97), many of the STW activities now conducted in different locations in the district will be consolidated through one centrally located service center. Among the One Stop Center services for students will include instruction, counseling, assessment (of abilities and interests), career information and exploration, work-place learning, and placement. It will also provide both services and resources to school staff and employers.

Also as a result of the program staff's perception of students' need for remediation (based on an analysis of the ability scores [TABE Work-Related Foundation Skills Trade/Technical Assessment] of student entering MECA), three teachers have been added to provide additional instruction in communication skills and mathematics.

Individual STW Achievements/Student Results

Below is a comparison of student results of 1995/96 activities with the target standards for 1996/97, 1997/98, and 1998/99. These data, along with related strategies for improvement, are presented in Appendix D.

Variable	Actual Performance 1995/96 %	Standard 1996/97 %	1997/98 %	1998/99 %
Students who completed the S-T-W Program are placed in either high-wage/high-skill career or in post-secondary education	N/A*	35.0	90.0	100.0
Students who completed the S-T-W Program demonstrate the assessed SCANS competencies at the level required for employment	9.6	35.0	60.0	80.0
MECA students who proficiently evaluate themselves for the progress and quality of their work	25.0	50.0	70.0	90.0
Students entering the two-year MECA program complete it	23.5	45.0	60.0	70.0
MECA students who have at least 95% average daily attendance	11.1	45.0	75.0	95.0
MECA students who complete the program with "Marketable Skills Certificate"	3.5	35.0	75.0	95.0
MECA partners believe that the MECA S-T-W program adds value to a student's potential for entry into a high-skill, high-wage career	N/A*	45.0	60.0	95.0

Note. N=153 students who entered the MECA program, 1994/95)

*Data will be available in Spring, 1997 following the one year follow-up study.

Conclusion

The MECA program is in its initial stages and this review represents an examination of some aspects of how it has started-up. The program has realized some inroads toward the development and implementation of some STW procedures and structures. However, it has fallen short currently of a number of its stated five-year goals.

APPENDICES

APPENDIX A

The context in which the MECA Program is operated

The MECA program is operated through the Saginaw Career Complex. This is a site within the School District of the City of Saginaw which serves (on a part-time basis) students from the District's two high schools, Arthur Hill and Saginaw High, and from high schools in other districts within Saginaw County.

The Saginaw Career Complex is composed of two parts, the Academy for Technology and Enterprise and the Averill Career Center.

APPENDIX A

Table A-1

Comparison of Placement Counts, by Program, 1994/95 and 1995/96

PROGRAM	YEAR		GROWTH
	1994/95	1995/96	
Auto Body Repair	9	48	39
Automotive Technology	43	123	80
Building Construction	7	86	79
Child Care	53	152	99
Electricity	15	53	38
Electronics	N/A*	21	-
Engineering/Computer Drafting	7	10	3
Machine Tool	21	46	25
Medical Careers	148	184	36
Nursing	69	63	- 6
Refrigeration/Heating	17	31	14
Welding Technology	14	21	7
GRAND TOTAL	403	838	435

*Data not available.

Saginaw School-to-Work -- Progress Report

System Component: Career Guidance and Counseling

Career exploration and career information cover an array of career opportunities beginning in early elementary grades and extending through students'' high school careers.

These strategies are critical to informing students and parents about career opportunities in business and industry sectors that required a skilled workforce with education and training levels at less than a 4-year college degree, and in those sectors that offer high-wage, high-skill job opportunities.

Strategies:	Summary of Progress to Date:
• Career awareness, career exploration, and career counseling to help interested students identify, select, or reconsider their interests, goals, and career majors, including those options that may not be traditional for their gender, race, or ethnicity. • Career Information is broad enough to include the entire range of career options and is based on observation and experience as well as information. • Initial selection of a career major not later than the beginning of the 11th grade. • Participation of elementary and middle school youth career exploration and awareness..	School-based learning in the School District of the City of Saginaw includes career awareness, career exploration, and counseling following the State of Michigan's Comprehensive Guidance and Counseling Model, and has been developed to assist elementary, middle, and high school students in the exploration and selection of a career major. Components include: • 8th grade "Planning for Success" instructional unit • 9th grade "Get a Life" program • 9th grade career interest and aptitude assessment. 10th grade job shadowing pilot project conducted. • High school advisory periods established. • All 11th and 12 the grade students take courses aligned to career majors. All 100% of the 10th grade students have selected a career major and have developed Education and Employment Development Plans that include course schedules aligned to career majors and portfolios. Elementary and middle school technology education programs have been implemented. MOIS (Michigan Occupational Information System) are provided to all county and city middle and high schools. In-service sessions are conducted for interested school personnel. Recruitment and retention strategies have been developed to increase enrollment of young women, including Summer Institutes in technical program areas.

System Component: High Academic Standards

The program of study jointly established by schools and business and industry in the career major (platform) areas will provide youth with high academic and technical skills. These high academic standards and technical skills will prepare students for further education and training including registered apprenticeships, college admissions, and first jobs in career pathways.

Strategies:	Current Status:
• Program of study designed to meet the challenging academic standards established for all students, and to meet the requirements necessary to prepare a student for 1) post-secondary education, and 2) to earn a skill certificate. • Program of instruction and curriculum that integrates academic and vocational learning (including applied methodologies and teach-teaching strategies, and incorporates all aspects of an industry appropriately tied to the career major of the student.) • Regularly scheduled evaluations to identify academic strengths and weaknesses, academic progress, workplace knowledge, goals of students, and the need for additional learning opportunities to master core academic and occupational skills.	The program of study and expectations are designed to exceed academic standards developed by the State of Michigan. Career major platforms will result in students attaining: • High school endorsed diploma, • Employer validated Marketable Skills Certificate, • First job in their chosen career field, and • Certificate or diploma recognizing completion of 1 or 2 years of port-secondary education. Each program participant maintains a portfolio to document achievement and encourage self-evaluation. Teachers, work-based mentors, and career specialists advise students on their progress on an ongoing basis. Pre-tests of student skills (academic, technical, and teamwork) upon entering the program and post-tests showing progress using the ACT Work Keys Assessment are done for Center's technical programs. The current high school diploma endorsement rates for the School District of the City of Saginaw are: • 89% in communications • 73% in math, and • 80% in science The current high school diploma endorsement rates for students who attend the Saginaw Career Complex are: • 84% in communications, • 70% in math, and • 82% in science.

System Component: Career Majors

Industry sector career majors (platforms) are jointly established by schools and business and industry to meet the needs of the labor market and increase the employment prospects of youth.

Strategies:	Current Status:
• Industry sector-specific career majors (platforms) are jointly developed based on business, industry, and labor guidance and specifications in targeted labor market sectors. • Career major/platforms include specific academic program, complementary work-based learning, and industry specific skill standards and credentials. • Develop multi-disciplinary, career-focused curriculum and content expectations at high school level based upon business and industry performance requirements, including a sequence of courses and work-based learning opportunities. • Define roles of high schools, Saginaw Career Complex, and postsecondary institutions within career platforms. • Recruit young women, minorities, and individuals with disabilities into career platforms. • Establish process for awarding skill certificates.	Platforms are developed in manufacturing, engineering, construction, automotive, and health services. Specific course sequences of academic classes, technical programs, and work-based learning have been developed. 1995-97 National Tooling and Machining Association Skill Standards pilot site. Preparing for National Program Standards certification in Automotive Technology. 54% of the Saginaw Career Complex students participated in structured work-based learning during 1995-96 school year. BECC joint committee has been working on defining roles of Saginaw County schools and the Center; document has not yet been adopted. Gender equity workshops have been conducted. Saginaw Career Complex programs have increased enrollment and retention of young women and minorities. The Saginaw Career Complex has restructured programs to aggressively promote and implement national skill standards certification process; currently the Center has: • awarded marketable skill certificates to 79 students, • awarded technical skill certificates to 328 students

System Component: Work-based Learning

Work-based learning options include cooperative education plans, apprenticeships, and other work-based learning activities that are part of the regular school curriculum; including opportunities for voluntary community service. Structured work-based learning including the development of training agreements and training plans (work-based curriculum); monitoring work sites for compliance with appropriate laws, rules, and agreements; assess in student learning at work; and encouraging employers to provide quality, structured learning experiences (including training work site mentors).

Strategies:	Current Status:
• A planned program of job training and paid and unpaid work experiences that are coordinated with learning in the school-based learning component and are relevant to the career majors of students and lead to the award of skill certificates. • Paid work experience in private employment and public employment or school-based enterprises. • Workplace mentoring (competent supervision, coaching, and mentoring by adults). • Instruction in general workplace competencies, including instruction and activities related to developing work ethics, teamwork skills, and safety and health practices. • Broad instruction in all aspects of the industry.	Work-based curriculum and training plans are developed for each student's involvement in work-based learning experiences. 172 students participated in paid work-based learning (cooperative education) in 1995-96 school year at the Saginaw Career Complex. 54% of Saginaw Career Complex students participated in work-based experiences. 734 unpaid work-based learning placements were made at the Saginaw Career Complex in 1995-96. Saginaw High and Arthur Hill High report the following high school work experience placements: • paid work experience: 41 • Dow Co-op: 22 • Work-Study (special education): 44 Summer Youth Programs through A.P.T. (Assessment, Placement, and Training under Saginaw Schools) placed 195 youth in summer employment and training programs and 184 students in STEP and PECE summer programs. Trained 40 work-based mentors (adult supervisors) in 1995-96 school year. SCANS (workplace skills) competencies were taught and assessed using ACT Work Keys Assessment.

System Component: Connecting Activities

Connecting activities ensure coordination between the learning components and the collaboration between schools, businesses, industries, labor, community, parents, and students.

Strategies:	Current Status:
Connecting school-based and work-based learning: • School credit granted for work-based learning. • School courses teach the knowledge and skills used at work. • School courses and projects draw on work experience and work issues. • Activities ensure that parents are knowledgeable about both school and work. • Providing assistance to participants who have completed the program in finding an appropriate job, continuing education, or entering into additional training. • Linking the participants with other community services that may be necessary to ensure a successful transition.	School credit toward high school graduation is provided. Platform programs are designed and validated with business, industry, and labor. Revised platform program curricula include related academics and employability skills.
Coordinating work-based learning: • Matching students with employers; work-based learning opportunities. • Providing a school site mentor.	Job placement specialists and career specialists coordinate work-based learning with school-based curriculum.
Providing Technical Assistance: • Providing technical assistance and services to employers and others in designing programs. • Providing technical assistance and services to employers and others in training teachers, mentors, and counselors. • Providing technical assistance to schools and employers to integrate school-based and work-based learning and to integrate academic and occupational learning.	MECA partners and the Center's School Improvement Team have developed professional development plans for improving instruction, portfolios, conducting DACUM's, integrating employability skills and teamwork skills, customer service, and safety training. (DACUM's are reference panels of representative employees and supervisors that identify essential skills required for a particular occupation or job position.) DACUM process is used to integrate work-based and school-based learning. Program instructors routinely visit worksites.
Sustaining System: • Encourage employers to play a dominant role in the implementation of local labor market activities. • Collect and analyze post-program results of participants. • Link activities with employer and industry strategies for upgrading skills of their current workers.	

System Component: Evaluation

Strategies:	Current Status:
• Student and system results reflect continuous improvement methodologies • The goals and strategies described in plan are stated in measurable terms and are capable of being achieved within the 3-year plan • An evaluation plan and a timetable for collecting and analyzing data are used to implement improvements, solve problems, or develop alternative strategies during the implementation process.	The school-to-work initiative in Saginaw schools and at the Saginaw Career Complex has resulted in increasing: 1. The number of Saginaw youth who are involved in structured work-based learning; 2. The number of business/industry worksheets involved in sponsoring, recruiting, and hiring youth; and 3. The number of students who have career goals and have developed plans for continuing their education. Student and system performance indicators are reported on a quarterly basis

APPENDIX C

List C-1

Work Plan Activities for the Saginaw School-To-Work Program, 1996/97 and Beyond

GOAL	ACTIVITY	TIMELINE
Summer Institute	Expand from 1995 pilot to all career pathways	The next 12 months
	Offer career awareness and exploration activities using the project method	The next 12 months
	Involve business/industry to plan field trips and guest speakers	The next 12 months
	Enroll 20 students in six Summer Institutes	The next 12 months
	Develop business/industry sponsorship	The next 24 months
	Assess student interests	The next 12 months
Evening Charter School	Identify concerned and committed business/industry representatives	The next six months
	Develop curriculum ties to apprenticeship standards -Contextual learning and project method used	The next 12 months
	Identify staffing needs - occupational and academic (math/science)	The next six months
	Use a wide variety of work-based learning leading to School-To-Apprenticeship	The next 12 months
	Outreach to employers who hire drop-outs	The next 12 months
	Expand sections to other occupational clusters	The next 12 months
Develop and implement elementary career preparation curriculum	Develop and approve plan	The next 12 months
	Provide staff training	The next 24 months
	Implement program	The next 24 months

APPENDIX C

List C-1 (Continued)

Work Plan Activities for the Saginaw School-To-Work Program, 1996/97 and Beyond

GOAL	ACTIVITY	TIMELINE
Technical assistance training	Work-site mentor training	The next 24 months
	Assistance in networking with consultants, clearinghouse system, and specialized meetings	The next 36 months
	Understanding work-based liability issues	The next 12 months
	Develop and adapt curriculum and programs to align with STW components	The next 12 months
Management information/ evaluation system	Evaluate yearly progress	The next 36 months
	Quarterly and annual progress reports to local partners and grantor	The next 24 months
	Measure progress toward performance standards	The next 36 months
	Measure customer (students, parents, and employers) satisfaction using surveys	The next 36 months
	Annual graduate follow-up of participants	The next 36 months

INDIVIDUAL STW ACHIEVEMENTS / STUDENT RESULTS

Variables	1994-1995	1995-1996	Target 1996-1997	Target 1997-1998	Five Year Goals 1998-1999	Strategies for Improvement
Student Results N=153 students who entered the MECA program, 1994-1995	Data Available 95-96					
a. Students who completed the S-T-W Program are placed in either high-wage/high-skill careers or in post-secondary ed.	N/A	Data will be available Spring 1997, following the graduate one year follow-up study	35%	90%	100%	•Increase collaboration between Saginaw Career Complex programs and the JTPA youth programs. •Continue recruitment of business and industry partners •Cross-site collaboration agreements will be developed between all school districts, community agencies, and post-secondary.
b. Students who completed the S-T-W Program demonstrate the assessed SCANS competencies at the level required for employment	N/A	9.6%	35%	60%	80%	• In Fall 1996, added one communications instructor and two math instructors to increase the integrated academic leaning components
c. MECA Students who proficiently evaluate themselves for the progress and quality of their work.	N/A	25%	50%	70%	90%	•Continue the development of integrated methodologies stressing self-evaluation
d. Students entering the two-year MECA program complete it.	N/A	23.5%	45%	60%	70%	Expand career resources through One-Stop Center
e. MECA students who have at least 95% average daily attendance.	N/A	11.1%	45%	75%	95%	Align curriculum across disciplines and subject areas to reflect career pathways and business/industry standards.
f. MECA students who complete the program with "Marketable Skills Certification".	N/A	3.5% *see below	35%	75%	95%	Two applied math instructors and one applied communications instructors will be hired to integrated academics into programs to meet academic standards
g. MECA partners believe that the MECA S-T-W program adds value to a student's potential for entry into a high-skill high-wage career.	N/A	Survey is being designed to obtain MECA partners' input in this area	45%	60%	95%	Align remaining technical programs to national skill standards.

*97 more MECA students would have earned a certificate but did not meet the 95% attendance criteria

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